



AYNOR ELEMENTARY

516 Jordanville Road
Aynor, SC 29511

Grades	PK-5 Elementary School	
Enrollment	705 Students	
Principal	Wallace Gasque	843-488-7070
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Good
2009	Good	Good
2008	Good	At-Risk
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

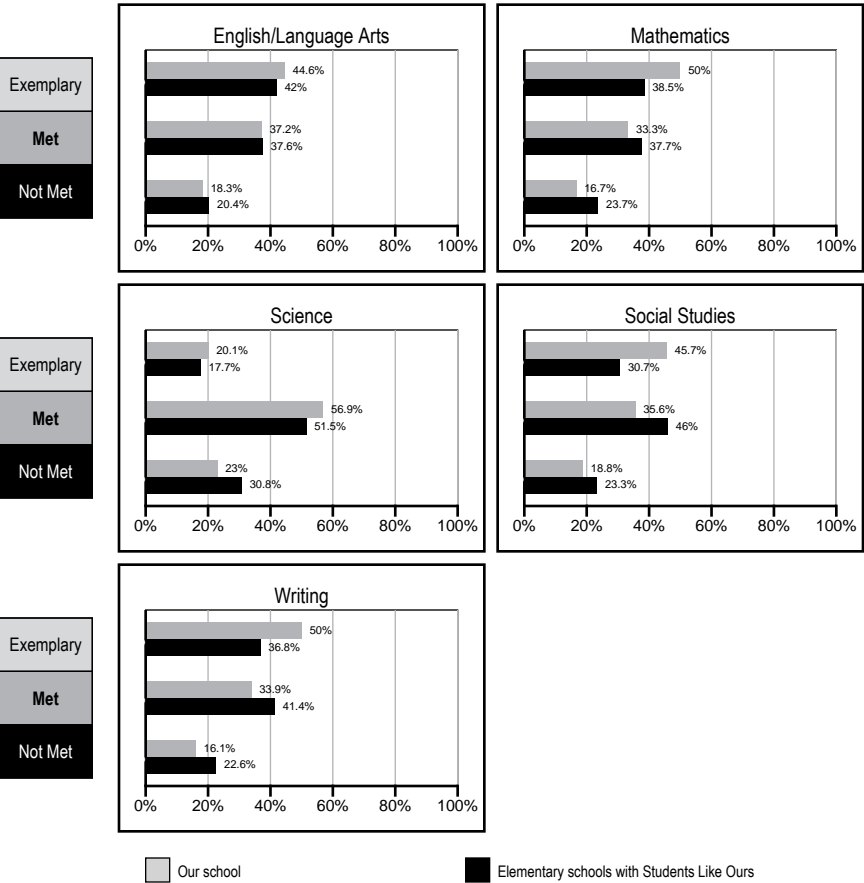
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	33	53	1	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=705)				
First graders who attended full-day kindergarten	100.0%	Up from 99.0%	100.0%	100.0%
Retention rate	2.0%	Up from 1.1%	1.2%	1.1%
Attendance rate	95.3%	Up from 95.1%	96.1%	96.2%
Served by gifted and talented program	17.1%	Up from 14.9%	14.4%	13.4%
With disabilities other than speech	5.5%	Down from 10.3%	4.9%	4.1%
Older than usual for grade	0.1%	Down from 0.4%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	56.1%	Up from 54.8%	60.9%	62.5%
Continuing contract teachers	90.2%	Down from 90.5%	90.0%	88.2%
Teachers returning from previous year	93.6%	Down from 95.1%	88.5%	87.8%
Teacher attendance rate	94.4%	Up from 92.1%	95.2%	95.2%
Average teacher salary*	\$53,670	Up 2.1%	\$46,510	\$46,773
Professional development days/teacher	16.5 days	Up from 15.4 days	10.4 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 18.5 to 1	20.1 to 1	19.9 to 1
Prime instructional time	86.8%	Up from 84.3%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,070	Down 3.5%	\$7,073	\$7,447
Percent of expenditures for instruction**	69.1%	Down from 69.6%	68.4%	68.4%
Percent of expenditures for teacher salaries**	64.8%	Down from 65.2%	65.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

During the 2010-2011 school year, the Aynor Elementary School students and staff delivered an outstanding performance. Our students performed well enough on the Palmetto Assessment of State Standards Test in the spring of 2010 to achieve an Absolute Report Card Rating of Good and earned Palmetto Silver. Aynor Elementary School also earned Palmetto Silver for Closing the Achievement Gap based on our students' PASS scores. In order to continue this progress and raise our improvement rating, we utilized MAP testing and DesCarte. During the English/Language Arts and Math block, students in grades 3-5 were grouped by achievement according to the results of the MAP assessment. Our students have excelled and we anticipate a marked improvement on our 2011 PASS.

In order to accommodate our continued needs in the area of English/Language arts and mathematics, we provided staff development in reading comprehension, Imagine It!, Literacy Workstations, BURST, Voyager Passport, and Everyday Mathematics. We hired certified teachers to provide interventions to small groups of students in ELA and mathematics. A reading specialist was employed to provide intensive small group tutoring for identified students in first and second grade.

Our music and drama program continued to expand, offering students steel drums, African drums, recorder, chorus, and regular music education. Our students performed at many different events throughout the school year. We are very proud of the wonderful opportunities offered to our community through our music program. Aynor Elementary's first musical, "The Jungle Book", was an outstanding success.

One full-time curriculum specialist was available to work with teachers on designing standards-based curriculum and assessments that would raise the level of instruction for all students. During-the-Day intervention sessions were offered to students in grades 1-5 who qualified. Select students in 5th grade scoring in the higher categories participated in an online pre-algebra course.

Our school theme, Working Together for Kids, exemplifies the positive attitude and spirit of the Aynor community and our commitment to providing a quality education for all students.

W. Reggie Gasque, Principal

Tony Godsey, School Improvement Council Chair 2010-2011

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	76	51
Percent satisfied with learning environment	100.0%	92.1%	90.0%
Percent satisfied with social and physical environment	94.7%	88.2%	88.0%
Percent satisfied with school-home relations	94.7%	88.0%	79.6%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	341	100	18	37	44.9	87.7	85.5	82.4	Yes	Yes
Gender										
Male	181	100	19.9	38	42.2	86.1	82.5	78.7	N/A	N/A
Female	160	100	16	36	48	89.3	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	278	100	14.9	36.6	48.5	89.7	90.1	88.9	Yes	Yes
African American	41	100	40.5	37.8	21.6	75.7	73.6	72.9	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	21	100	18.8	43.8	37.5	81.3	81.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	83	I/S	I/S
Disability Status										
Disabled	61	100	39.3	46.4	14.3	66.1	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	245	100	22.5	40.5	36.9	85.1	80.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	341	99.7	16.2	34	49.8	88.3	86	81.9	Yes	Yes
Gender										
Male	181	99.5	18.2	30.9	50.9	85.5	84.1	79.9	N/A	N/A
Female	160	100	14	37.3	48.7	91.3	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	278	99.6	13.8	32.6	53.6	90.4	90.8	88.9	Yes	Yes
African American	41	100	29.7	43.2	27	73	73.1	71.4	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	21	100	25	37.5	37.5	87.5	83.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	84.4	I/S	I/S
Disability Status										
Disabled	61	98.4	45.5	36.4	18.2	61.8	55.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	245	99.6	19.5	38.9	41.6	86	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	222	100	22.8	56.3	20.9	77.2	74.8	68.6
Gender								
Male	118	100	27.5	53.2	19.3	72.5	74.4	68.3
Female	104	100	17.5	59.8	22.7	82.5	75.2	68.9
Racial/Ethnic Group								
White	174	100	17	60	23	83	83	80.7
African American	32	100	51.7	34.5	13.8	48.3	53.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	15	100	36.4	54.5	9.1	63.6	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	70.8
Disability Status								
Disabled	41	100	44.4	50	5.6	55.6	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	65.2	60.7
Socio-Economic Status								
Subsidized meals	160	100	27.6	56.6	15.9	72.4	66.8	57.3

Social Studies

All Students	226	99.6	18.5	36	45.5	81.5	77.8	72.5
Gender								
Male	115	99.1	18.3	30.8	51	81.7	77.5	72
Female	111	100	18.7	41.1	40.2	81.3	78.1	73.1
Racial/Ethnic Group								
White	189	99.5	16.3	36	47.8	83.7	83.7	81
African American	25	100	39.1	30.4	30.4	60.9	61.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	11	100	I/S	I/S	I/S	I/S	75.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	73.5
Disability Status								
Disabled	40	97.5	52.6	36.8	10.5	47.4	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.3	69.7
Socio-Economic Status								
Subsidized meals	159	99.4	24.7	37.7	37.7	75.3	71	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	117	98.3	16.1	33.9	50	83.9	76.6	73.2	95.3	95.8
Gender										
Male	60	98.3	22.8	33.3	43.9	77.2	71.3	67.2	95.3	95.8
Female	57	98.3	9.1	34.5	56.4	90.9	82.2	79.4	95.3	95.8
Racial/Ethnic Group										
White	99	98	13.7	30.5	55.8	86.3	82.2	81.5	95.4	95.5
African American	10	I/S	I/S	I/S	I/S	I/S	61	61.3	94.8	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	95.4	96.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.7	66.7	95.5	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	89.3	94.4
Disability Status										
Disabled	19	89.5	58.8	29.4	11.8	41.2	32.7	26	93.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.4	65.7	95.3	96.6
Socio-Economic Status										
Subsidized meals	82	97.6	20.8	41.6	37.7	79.2	69.2	63.2	94.4	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	101	99	27.5	19.8	52.7	72.5
	4	116	100	21.1	35.1	43.9	78.9
	5	105	100	12	48	40	88
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	116	100	12.9	29.7	57.4	87.1
	4	106	100	21.8	36.6	41.6	78.2
	5	119	100	19.3	43.9	36.8	80.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	101	99	29.7	25.3	45.1	70.3
	4	116	100	14.9	38.6	46.5	85.1
	5	105	100	22	42	36	78
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	116	100	19.8	30.7	49.5	80.2
	4	106	100	10.9	30.7	58.4	89.1
	5	119	99.2	17.7	39.8	42.5	82.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	49	100	37.8	31.1	31.1	62.2
	4	116	100	17.5	53.5	28.9	82.5
	5	52	100	26	54	20	74
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	57	100	24.5	57.1	18.4	75.5
	4	106	100	14.9	60.4	24.8	85.1
	5	59	100	35.7	48.2	16.1	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	51	98	15.2	43.5	41.3	84.8
	4	116	100	12.3	39.5	48.2	87.7
	5	53	100	40	38	22	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	60	100	18.9	34	47.2	81.1
	4	106	100	15.8	36.6	47.5	84.2
	5	60	98.3	22.8	36.8	40.4	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	102	97.1	22	34.1	44	78
	4	116	99.1	15.9	37.2	46.9	84.1
	5	106	99.1	23.2	33.3	43.4	76.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	117	98.3	16.1	33.9	50	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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